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ABSTRACT

To prepare for proposed reforms of federal regulations governing the installation and operation of cable television, a survey was conducted to identify the educational institutions using cable television and to determine the types and amount of usage for each institution. The names of 511 user institutions were supplied by the National Cable Television Association (NCTA), and of that number 257 usable questionnaire responses were obtained. Results showed: (1) in most institutions, the person in charge of cable television is the media specialist; (2) cable television is financed mostly through already existing operating budgets; (3) cable television is used more in elementary and secondary institutions than in higher education; (4) cable television is used for a variety of purposes only some of which are instructional; and (5) only half the respondents reported using cable television for direct teaching. The text includes a detailed discussion of the survey technique and provides a tabular summary of the results. (EMH)

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FINAL REPORT

THE AECT-NCTA SURVEY:

EDUCATIONAL USES OF CABLE TELEVISION

BY

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MICHIGAN STATE UNIVERSITY

EAST LANSING, MICHIGAN

AUGUST, 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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IR 003 061

Instructional Television Services
Michigan State University

Submitted to:

Division of Telecommunications

Association for Educational Communications & Technology

and the

National Cable Televison Association

TABLE OF CONTENTS

		Page
Introduction	. . . . .	1
Methodology	. . . . .	2
Results	. . . . .	3
Conclusions	. . . . .	12
Appendix A	N.C.T.A. 1974 Local Origination Survey	
Appendix B	Letters and Survey Forms sent to CATV Managers	
Appendix C	Letters and Survey Forms sent to Educators using CATV	

INTRODUCTION

In 1977, a scant two years from now, the Federal Communications Commission will re-evaluate its 1972 cable television regulations. Among these regulations are requirements for cable television systems located within the nation's top 100 television markets to set aside one cable channel for use by local educational institutions. When the FCC measures the promises of educators against actual educational channel performance, what will the record show? Has the educational community justified the reservation of channel space for educational use?

The literature of cable television is full of glowing promises. Much is predicted. For example, "By 1975 a minimum of 25 percent of all American homes will be wired with 20 or more channels,"[1] and, "The coaxial cable might well become an electronic highway between the home, the school, and other community resources, leading to greater involvement and participation of the community in the work of the schools."[2] Cable television offers "rare opportunities to experiment with reforming the educational system, opening the classroom, and improving educational opportunities for all."[3]

It is now 1975, and cable television now reaches 12.5 percent of the nation's TV households--not 25 percent. Traffic on the electronic highway is increasing, but of the 3,100 operating cable systems in 6,000 communities, only 600 originate their own programming.[4] And what of educational uses? What has happened since the blue sky promises of the '60s and the 1972 FCC reservation of educational access channels? Has the promise been turned into performance?

An attempt to answer these questions and to gather additional data on the current uses of cable television by the educational community was conducted during the past academic year at Michigan State University. Principal investigators were Dr. Erling Jorgensen, Professor of Education and Communication Arts and Director of Instructional Television Services; and William A. Anderson, doctoral student in Instructional Development and Technology. The study was conducted under the auspices and with the support of the Division of Telecommunications (DOT) of the Association for Educational Communications and Technology (AECT) and the National Cable Television Association (NCTA).

A preliminary report of the results of this survey was made at the AECT National Convention in Dallas, Texas, on April 15, 1975. An article in the May, 1975 Audio-visual Instructional Magazine dealt with some of the conslusions which may be drawn from these data. This report is more complete and contains all of the data collected.

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1 Singer, Arthur, L. "Issues for Study in Cable Communications," occasional paper from Alfred P. Sloan Foundation, quoted in Schools and Cable Television, Washington, D.C.: National Education Association, 1971, p. V.

2 Bain, Helen P. Schools and Cable Television, Washington, D.C.: National Education Association, 1971, p. V.

3 Cohen, Fred (For H. Rex Lee). "The FCC View of CATV and Education," a speech given before the Pennsylvania Learning Resources Association, May 11-12, 1973.

4 Broadcasting Cable Sourcebook 1975, Washington, D.C.: Broadcasting Publications Inc., 1974, p. 5.

METHODOLOGY

This study was conducted in two phases. The purpose of the first phase was to identify educational institutions using cable television. The second phase was to secure information from those educational institutions describing their uses of cable. For the purposes of this study, educational cable television services were defined as any and all instructional, educational, recreational, or informational messages or programs initiated by an educational institution and distributed to some point utilizing the facilities of a cable television system.

Phase One began with the 1974 NCTA Local Origination Survey. (See Appendix A) All NCTA members annually report to the association their local origination activities. Mr. Brian Owens, then Cablecasting Coordinator of the NCTA, and Mr. Anderson reviewed the 1974 completed surveys in June of that year. The surveys represented 98% of all NCTA members. From these reports, 350 cable television systems were identified as working with educational institutions within their franchise area to provide some type of educational cable television service.

These commercial cable operators were then contacted and asked to supply the names of institutions using their systems and the names of educators in charge of cable television activities. (See Appendix B for the cover letter, survey form and follow-up letters sent to the cable system operators.) From these contacts, a list of 511 institutions and educators in charge of cable television activities resulted.

Phase Two began with the construction of an 8-page questionnaire asking educators to explain the types and amounts of cable television usage by their institution. A prototype questionnaire was constructed and sent to the DOT Board of Directors and the NCTA Cablecasting Coordinator for comments. After some revisions, the questionnaire was sent to the 511 educational contacts on November 15, 1974. A follow-up letter and survey was mailed on February 15, 1975. (Appendix C contains a copy of the survey, cover letter and follow-up letter.)

The survey was responded to by 301 institutional representatives. Of these, 44 responses indicated cable television had not been used by the institution. The usable responses were thus 257, or approximately 50 percent of the original number.

Geographically, responses were received as follows:

Eastern United States (N.Y., Conn., etc.)	23%
Central United States	40%
Southern United States	15%
Western United States	22%

All survey responses were hand-coded by trained coders.

RESULTS

The data listed below are the codable survey responses arranged by questionnaire section. A copy of the survey questionnaire can be found in Appendix C.

Section I: Respondent Information

1. Who within the educational institution is responsible for providing educational cable television services? (Question 2)

		Number
ITV Director	35%	88
Media Specialist	28%	70
Principal/Administrator	20%	50
Teacher/Professor	12%	31
Community Public Relations Director	3%	8
Librarian	1%	4
Information Director	1%	3
Total		254

Section II: Institution Information

1. What types of educational institutions use educational cable television services? (Question 6.)

		Number
School District	31%	85
College/University	21%	57
High School	18%	49
Community/Technical Junior College	16%	44
Elementary School	7%	20
Middle/Junior High	6%	15
Other	1%	4
Total		274

2. What size educational institutions use educational cable television services? (Question 8)

		Number
1-1,000	13%	32
1,001-2,500	24%	61
2,501-5,000	22%	56
5,001-10,000	18%	46
10,001-25,000	12%	30
25,001-50,000	7%	19
50,001-100,000	1%	4
100,000	1%	3
No Response	1%	3
Total		254

3. How many educational institutions increased their budget to provide educational cable television services? (Question 8)

		Number
Yes	36%	89
No	64%	158
	Total	247
Largest increase	$450,000	
Smallest increase	$ 500	

4. What was the source of funds used by institutions to provide educational cable television services? (Question 9)

		Number
Institutional operating budget	66%	181
Federal grant	15%	41
State/Local grant	9%	26
Other	8%	21
Foundation grant	2%	5
	Total	274

"Other" responses: donations, sale of commercials, auctions, dances, part of cable contract.

5. How many educational institutions pay a fee to use cable channels? (Question 10)

		Number
Yes	6%	14
No	94%	234
	Total	248

The largest fee paid was $5,720 per year; the lowest was $1.00; and $1,200 per year being the most frequently reported amount.

6. Have educational institutions hired additional personnel to administer educational cable television services? (Question 11)

		Number
Yes	26%	65
No	74%	182
	Total	247

Of those institutions who said they had hired additional personnel, the following summarizes the average (mean) number of people hired per category. The number in parathensis is the number of institutions responding:

	Full Time		Regular Part-Time		As Needed	
Students	4.4	(5)	3.3	(32)	4.1	(12)
Staff	2.3	(36)	1.1	(24)	2	(2)
Volunteers	4.5	(4)	10.9	(10)	4.8	(9)
Consultants	1	(2)	2.3	(10)	11	(2)

Section III: Usage Information

1. What are the types of cable television services provided by educational institutions? (Question 12)

The chart below summarizes the types of cable services, mean number of hours weekly for each service, and the number of respondents to each category.

TYPES OF EDUCATIONAL CABLE TELEVISION SERVICES

SERVICE TYPE	NUMBER OF RESPONSES	AVERAGE HOURS WEEKLY
Public Relations	108	1.5
Sports Events	105	3.2
TV Lessons, Lectures, Demonstrations	98	1.2
Extracurricular Activities	97	1.5
Distribution of ETV and Commercial Programs	84	18.2
Production Lab for AV or TV Classes	71	5.4
Adult/Community Education	49	4.2
In-Service Teacher Education	47	1.6
Film Distribution	31	18.8
Special Education Services	28	3.0
Other (miscellaneous services)	25	3.7
Data Transmission	13	4.0
Computer-Assisted Instruction	0	0

2. How long have educational institutions been providing educational cable television services? (Question 13)

	Number	
60-65	- 5	(2%)
66	- 6	(3%)
67	- 7	(3%)
68	- 16	(7%)
69	- 14	(6%)
70	- 22	(9%)
71	- 20	(9%)
72	- 44	(19%)
73	- 50	(21%)
74	- 48	(21%)
75	- 1	(0%)
Total	233	

3. Have educational institutions begun cable television services and then discontinued them? (Question 14)

			Number
Yes	18%		45
No	82%		200
		Total	245

4. How many cable channels are used to deliver educational cable television services? (Question 15)

The mean number of channels used to deliver cable services is 1.47 channels. One hundred sixty-eight responses indicated one channel in use.

5. How many educational institutions are using the two-way capabilities of cable television? (Question 16)

None of the educational institutions responding use cable television in an interactive two-way instructional mode. Twenty-seven institutions (11%) indicated they provide services which require both transmission and reception of cable programming. Most describe this two-way use as transmission to a cable headend where the signal is distributed to all schools including the originating school.

6. Who are the receivers of these educational cable television services? (Question 17)

			Number
- Distributed within the institution	31%		108
- Between institution and other educational institutions in area	10%		36
- Between institution and local community	52%		177
- Between cable system serving your institution and other cable systems	7%		22
		Total	343

7. Do educational institutions conduct organized in-service teacher training in television utilization? (Question 18)

		Number
Yes	45%	110
No	55%	133
	Total	243

8. How many educational institutions formally evaluate their educational cable television services? (Question 20)

Only 32% of the responding institutions (81 of 254) state they formally evaluate the educational cable television services provided by their institution.

9. Are educational institutions planning to offer any additional educational cable television services in the immediate future? (Question 21)

		Number
Yes	55%	139
No	45%	106
	Total	245

Section IV: Classroom Usage

1. Do educational institutions use cable television to distribute direct teaching, such as lectures, TV lessons or demonstrations? (Question 22)

		Number
Yes	46%	119
No	54%	133
	Total	252

2. Where do educational institutions providing direct teaching experiences by cable television obtain their instructional programs? (Question 23)

		Number
- lessons produced by institution	39%	92
- lessons produced in cooperation with other institutions	13%	31
- lessons purchased or rented	18%	43
- lessons received off-air	29%	67
	Total	233

3. What are the kinds of instructional programming educational instituions distribute over the television system? (Question 24)

   A total of 344 titles were given by the responding institutions. Of these titles, 38% are offered at the college level, 32% at the secondary level, and 30% are offered for elementary audiences.

   Thirty-nine percent of the titles are used to provide the total course content, 31% used as individual units within a course, and 30% of the titles are used on an occasional basis within a course.

Section V: Facilities

1. What areas within educational institutions are equipped to receive educational cable television services? (Question 25)

   The areas most frequently mentioned were: classrooms, auditoria, office areas, conference rooms and lecture halls. Other areas mentioned were: media centers, libraries, study carrels, laboratories and lounge areas. Due to the wide variety of responses, it became impossible to accurately rank reception areas within institutions.

2. From where do educational institutions originate cable television services? (Question 26)

		Number
- institution's facilities	52%	138
- cable operator's facilities	46%	126
- other (truck, rent space, etc.)	2%	13
	Total	277

3. From where within institutions are educational cable television services originated? (Question 27)

		Number
TV studios	40%	135
Classrooms	19%	64
Auditoria	12%	40
Sports Areas	17%	56
Mobile Vans	7%	23
Other	5%	16
	Total	334

4. What kinds of television equipment are used to originate cable television services within educational institutions? (Question 28)

   Because of the wide variety of responses to this question, only general trends can be reported. The responses varied from institutions reporting small, hand-held equipment to those reporting complex, broadcast quality ITV studios. However, in general, the responses indicate that most institutions are using small black-and-white television cameras and helical scan videotape recorders to produce their cable programming.

Section VI: Opinions

1. How effective have educational cable television services been for educational institutions. (Question 30)

		Number
Very effective	51%	118
Adequate	19%	44
Ineffective	17%	40
No opinion	13%	30
	Total	232

2. What has been the quality of the relationship between educational insitutions and cable television system operators? (Question 31)

		Number
Excellent	71%	177
Stisfactory	17%	42
Unsatisfactory	11%	27
No opinion	1%	3
	Total	249

3. Do educational institutions plan to use educational cable television services more or less in the next two years (other factors remaining equal)? (Question 32)

		Number
More	77%	195
About same	16%	40
Less	3%	8
No opinion	3%	8
No response	1%	3
	Total	254

4. Are cable television services important to the future educational programs of educational institutions? (Question 33)

		Number
Yes	92%	233
No	2%	6
No opinion	6%	14
	Total	253

5. Are the number of educational cable channels available to educational institutions sufficient to meet the present demand? (Question 34)

		Number
Yes	77%	191
No	19%	48
No opinion	4%	9
	Total	248

6. What decisions should the FCC make concerning free educational access channels? (Question 35)

		Number
- Increase their availability	53%	135
- Keep the ruling the same	28%	72
- Delete the free educational access channel	0%	0
- No opinion	11%	28
- Other	8%	21
	Total	256

(Note: Many of the "other" responses requested that the educational access channel be expanded to cable systems other than those in the top 100 television markets.)

7. Will educational institutions continue to provide cable television services if payment is required for the use of the channel space? (Question 36)

		Number
Yes	8%	21
No	28%	72
Depends upon amount	49%	124
No opinion	12%	31
No response	3%	7
	Total	255

8. Is the educational access channel important to institutions' future public relations program? (Question 37)

		Number
Yes	81%	205
No	6%	16
No opinion	11%	27
No response	2%	5
	Total	253

CONCLUSIONS

This study was a beginning step in describing the uses to which CATV is being put by educational institutions in the United States. It approached the collection of data "horizontally" instead of "vertically," attempting to assess CATV use nationally and categorizing information in very general ways instead of going into depth. Future studies should seek more specific information on educational uses of CATV. This study's value lies in its delineation of the size of CATV use in the U.S. and in the identification of the variety of uses to which CATV is being put by educational institutions.

The data permit the following descriptive conclusions:

1. Persons responsible for the use of CATV in educational institutions are most frequently those who are in charge of media or instructional television activities. While this is not surprising, it indicates that most institutions have not added personnel to work with CATV. It is also probable that institutions with developed instructional television and media services have found it possible to add CATV activities to existing programs.

2. Most educational uses of cable are financed out of existing operating budgets without increased dollars or staff but, with one-fourth of the institutions reporting Federal, state or foundation grants for CATV, these outside sources must be considered significant. Almost all educational institutions using CATV report that CATV operators make no charges to the schools for use of their facilities.

3. More elementary and secondary schools (grades K - 12) use educational cable television than do institutions of higher education.

4. Educational institutions use cable television for a variety of purposes only a few of which are instructional in nature. No interactive two-way uses of cable television were reported. Most institutions use one channel on CATV, do not formally evaluate its effectiveness but plan to offer additional services in the future. (There is difficulty in interpreting these data due to the apparent confusion in the minds of respondents over what constitutes a CATV system. Many respondents described activities which would more properly be labeled "closed-circuit television.")

5. Only half of the respondents report they use cable television for direct teaching. Forty percent of these produce their own ITV lessons. The remainder acquire their lessons from outside sources including ETV station broadcasts. Nearly one-third of the direct instruction comes from off-air reception. Thus, it appears the shortage of instructional use of cable is not due to lack of software but rather it is due to a decision not to use television for teaching.

6. Half of the educational institutions originate TV materials from their own facilities and nearly half of these have a TV studio or mobile unit of some type. Equally significant is the fact that half of the institutions use the facilities of the local cable operator.

7. An important finding of this study was the highly positive quality of the relationship between the educational institution and the CATV system. A majority of the respondents found the number of cable channels currently available sufficient but wanted increased availability as demand requires and believes cable to be an important part of the institution's future planning.

While this study identified many examples of experimentation with CATV and a few full-scale continuing efforts to use cable for instruction, the total of these is small compared with the number of CATV systems in the United States and the opportunity to use them. Thus, in 1975, educators have not yet turned the educational promise of CATV into performance. More schools reported uses for public relations and sports reporting than for instructional purposes. It is apparent that CATV offers many institutions new distribution patterns for existing activities. While the number of sources of instructional television software is growing nationally, the products of these sources are not yet reaching the local institutions and cable television in significant numbers.

Schools which have tried using cable television have liked it. When asked to assess the importance of CATV to the future of their institutions, educators responding to this survey testified to its value and indicated plans to make greater use of the medium. Why is there a difference between this perception of value and future plans for CATV on the one hand and the record of low actual use on the other? At base the reason may be economics. Funds for new instructional programs using cable television are hard to come by. Nevertheless, the future growth of education by CATV will require more active commitment on the part of educational decision makers. Such commitment is not easy in today's educational economy.

While the Federal Communications Commission originally proposed a decision by 1977 in regard to its reservation of channel space on CATV for education, it has recently postponed deadlines for several other requirements set forth in 1972. It would be inconsistent with these postponements for the FCC to hold to its 1972 announced intention to judge education's record of use after five years. Nevertheless, education must increase its use of cable in the next few years if this new technology is to be of future significance in education. Other factors than the FCC's regulatory stance will surely influence the availability of channel space for education. Not the least of these factors is the increasing value of cable channels for commercial purposes. If educational decision makers continue to "go slow" with regard to CATV, they may very well find themselves priced out of the market as the economy and cable television resume their growth. Now is the time for schools and colleges to get started with television delivery of educational messages. To wait longer is to risk drastically increased costs of experimentation and significantly reduced availability of space on the electronic highway.

APPENDIX A

N.C.T.A. 1974 Local Origination Survey

1974 LOCAL ORIGINATION SURVEY

Cable System _____ Program Director _____

Address _____ Phone Number _____

_____ Origination Channel(s) _____

Phone Number ____/_____ Call Letters (name) _____

System Manager _____ Subscribers _____ as of (date) _____

Parent Company _____ Potential TV Homes _____

Communities Served: _____

STUDIO PERSONNEL - Number of Employees _____ Do you intend to hire additional personnel for local origination this year? _____ If so, how many? _____ Do you employ a full-time salesperson for local origination advertising? _____ If not, who sells time spots for it? _____ How is the salesperson paid? _____

EQUIPMENT - Please check appropriate space for equipment you have. If any explanation is necessary you can use the reverse side of this sheet.

CAMERAS: color ____ black & white ____

Slide Projector ____

Audio reel-to-reel ____

Audio cartridge ____

Mobile Van _____

1/2" portable video _____ (portapak, etc.)

VIDEOTAPE RECORDERS: 3/4" videocassette ____ IVC one-inch ____ Sony one-inch ____ Ampex one-inch ____ 1/2" EIA-J ____

FILM: 16mm chain or projector ____ super-8 projector ____ super-8 camera ____

Other(specify make & format) _____

_____

Time-base corrector (specify make) _____

PROGRAMMING - Number of hours you cablecast weekly _____ Days of the week you program ___ _____ Most popular type of program _____

ESTIMATE THE NUMBER OF HOURS PER WEEK THAT YOU PROGRAM IN THESE CATEGORIES (this may overlap)							
	News	_____	Public Affairs	_____	Medical	_____
	Sports	_____	Education	_____	Religious	_____
	Entertainment	_____	Children	_____	Spanish lang	_____
	City Council	_____	Blacks/minority	_____	Movies	_____

If you buy programs from a distributor/supplier, from whom? _____ _____ How many hours do you use weekly? _____ From whom do you get free programs? _____ Will you cablecast election returns this year? _____ If you recently cablecasted a Congressman, who & when _____

ADVERTISING - Estimate your total advertising revenues for 1973 _____ What percent of your advertising sales come from local business? _____ Please list advertising buyers with regional or national outlets _____

What type of program have you sold most easily to advertisers? _____ How have you measured viewer response to shows (surveys, phone, etc.) _____

RATES: 30 sec (1x) _____ 30 sec (20x) _____ 60 sec (1x) _____ 60 sec (20x) _____

EDUCATION - List universities, colleges, & schools that contribute programming to your local origination (with any personal contacts there), and briefly describe their activity:

_____

_____

_____

LEASED - Have you ever leased out a channel? _____ To whom, and when? _____

ACCESS - Do you presently have public access? _____ How many hours per week? _____

APPENDIX B

Letters and Survey Forms sent to CATV Managers

NATIONAL CABLE TELEVISION ASSOCIATION

July 12, 1974

Dear Cable System Manager:

The National Cable Television Association and the Association for Educational Communications and Technology are attempting to identify and report the current uses of cable television by schools, colleges, and universities. With the recent increase in the number of cable television systems, the NCTA and AECT wish to share with cable managers and educators information about the many uses of cable television within the national educational community.

In an earlier NCTA survey, you identified your cable system as one which is working with the educational institutions in your area. Would you please take a minute from your busy schedule to identify the educational official(s) you work with to provide these educational cable services? Please use the enclosed form and postage-paid envelope.

We would appreciate the return of the form prior to July 31, 1974. The next phase of this national survey will be to contact the educational officials you identify with an in-depth questionnaire. We cannot complete this task until we have all the necessary addresses. If you have any comments or questions concerning this survey, feel free to include them on the form.

Please write the names and addresses on the form now. We will be reporting results in NCTA publications soon. Thank you for your help.

Yours truly,

Brian Owens

Mr. Brian Owens
Cablecasting Coordinator
National Cable Television Assn.

Erling S. Jorgensen

Dr. Erling S. Jorgensen
Director, Instructional Television Services
Michigan State University
AECT Survey Project Director

encl.

918 SIXTEENTH STREET NORTHWEST WASHINGTON DC 20006 202-466-8111

NCTA-AECT SURVEY

Educationai Uses of Cable Television

Please list the names and addresses of the educators you work with in supplying educational and instructional programming. (Use opposite side if necessary.)

Name _____ Title _____

School _____

Address _____

Name _____ Title _____

School _____

Address _____

Name _____ Title _____

School _____

Address _____

Name _____ Title _____

School _____

Address _____

YOUR Name _____

Company _____

Address _____

COMMENTS _____

_____

When completed, place in postage-paid envelope and return by July 31 to:

Instructional Television Services
116 Linton Hall
Michigan State University
East Lansing, Michigan 48824

NATIONAL CABLE TELEVISION ASSOCIATION

August 5, 1974

Dear Cable System Manager:

Earlier this summer we requested that you give us the names of educators with whom your cable system works in supplying educational cable television services. You received a one-page survey form like the one enclosed. This is the initial step of a major national cable television survey conducted jointly by the NCTA and the Association for Educational Communications and Technology. We are pleased at the high response we have received, but we are unable to locate the form supplying information about your cable system.

We have enclosed a second survey form in case the first one was lost. You can contribute directly to this major study by supplying us with the names of your educational contacts. Please complete and return the enclosed form today even if you do not provide educational services.

To complete this survey of educational uses of CATV to you and others, we need your help.

Please complete and return the enclosed form prior to August 20. We will be looking forward to your response.

Yours truly,

Brian Owens

Mr. Brian Owens
Cablecasting Coordinator
National Cable Television Association

Dr. Erling S. Jorgensen
Director, Instructional Television Services
Michigan State University
AECT Survey Project Director

encl.

918 SIXTEENTH STREET NORTHWEST WASHINGTON DC 20006 202-466-8111

APPENDIX C

Letters and Survey Forms sent to Educators using CATV

Gerald M. Torkelson, President
Howard B. Hitchens, Executive Director

Association for Educational Communications & Technology

1201 Sixteenth Street, N.W., Washington, D.C.20036 • (202) 833-4180

November 8, 1974

Dear Colleague:

The Association for Educational Communications and Technology (AECT) and the National Cable Television Association (NCTA) are cooperating to conduct a major national survey of the current uses of cable television by schools, colleges, and universities. The results will be shared with educators and CATV managers as well as used as documentation before the Federal Communications Commission in its continuing assessment of the usage of CATV educational channels.

The NCTA has contacted all U.S. CATV system managers asking them to identify educational institutions with which they work and educators who can describe these cable television projects. Your institution has been identified as one which uses CATV for an educational purpose and you have been named as the educational contact person by the CATV system in your community.

Although you no doubt receive many other survey questionnaires, our two associations are requesting that you contribute to this major documentation effort by taking a few minutes from your schedule to describe your uses of CATV. Your opinions and information will assist in establishing the current status of cable television in the American educational community. We have attempted to make this questionnaire as easy as possible to complete, but because of the diversity of institutions involved, not all questionnaire items may be directly applicable to your institution. Please complete as many questions as possible and return the questionnaire by November 30, 1974.

Only you can provide the information needed, and therefore, your opinions and responses count heavily. If you have any questions or comments concerning this study include them on the last page of the questionnaire form or contact us at the addresses below.

All respondents will receive an abstract of the findings. Results will appear in AECT and NCTA publications, and we will report at the Spring 1975 AECT convention in Dallas.

Thank you for your help.

Brian Owens

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CATV Survey Project Director
Association for Educational
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Publishers of Audiovisual Instruction and AV Communication Review
National Convention, Dallas, April 13-18, 1975

AECT-NCTA Survey: Educational Uses of Cable Television

INSTRUCTIONS: Complete the following questions. Please use the last page of this questionnaire to provide additional information or comments you may have about any question.

Section 1: RESPONDENT INFORMATION

1. Your name (please print): _____
   last first initial
2. Your title: _____
3. Your school, college or district name: _____
4. Your address: _____
   _____
   city state zip code
5. Briefly state your duties or relationship to the *educational cable television services** offered by your institution: _____
   _____
   _____
   _____
   _____

Section 2: INSTITUTION INFORMATION

6. Your institution type (please check):
   - ☐ Elementary school
   - ☐ Middle school / Junior High
   - ☐ High school
   - ☐ Community /Technical / Junior College
   - ☐ College / University (medical, dental, law, etc.)
   - ☐ School district
   - ☐ Other (institutes, military, seminaries, etc.)

   Please specify: _____

7. Your institution's enrollment (please check):
   - ☐ 1 - 1,000
   - ☐ 1,001 - 2,500
   - ☐ 2,501 - 5,000
   - ☐ 5,001 - 10,000
   - ☐ 10,001 - 25,000
   - ☐ 25,001 - 50,000
   - ☐ 50,001 - 100,000
   - ☐ 100,000 +

* For the purposes of this survey, the term *educational cable television services* will be broadly defined as any and all instructional, educational, recreational, or informational messages or programs which are initiated by the responding educational institution and distributed to some point utilizing the facilities and / or equipment of a cable antenna television (CATV) system.

8. Has your institution increased its budget to provide educational cable television services?

☐yes ☐no

If "yes" please write approximate annual amount. $_____

9. What is your institution's source of funds to provide educational cable television services?

☐Institutional operating budget
☐Federal grant
☐State or local grant
☐Foundation grant
☐Other - please specify: _____

10. Does your institution pay a fee to the cable television company for the use of cable television channels?

☐yes ☐no

If "yes" please list approximate amount: $_____ per year.

11. Has your institution hired additional personnel to provide educational cable television services?

☐yes ☐no

If "yes" please complete the following:

	Number of full-time	Number of regular part-time	Number of as needed
Students	_____	_____	_____
Staff	_____	_____	_____
Volunteers	_____	_____	_____
Consultants	_____	_____	_____

Section 3: USAGE INFORMATION

12. Please write the approximate number of **hours** your institution provides of each of the following types of educational cable television services. (Use any appropriate column)

	hours daily	hours weekly	hours monthly	hours annually
A. sports events	_____	_____	_____	_____
B. public relations (PTA, school board, Sup't. meetings)	_____	_____	_____	_____
C. data transmission	_____	_____	_____	_____
D. extracurricular events (other than sports)	_____	_____	_____	_____
E. computer assisted instruction	_____	_____	_____	_____
F. distribution of ETV & commercial TV programs	_____	_____	_____	_____

12. (cont'd. - hours of educational cable television services provided)

	hours daily	hours weekly	hours monthly	hours annually
G. TV lessons, lectures or demonstrations	_____	_____	_____	_____
H. Production lab for AV or TV classes	_____	_____	_____	_____
I. Film distribution	_____	_____	_____	_____
J. Teacher in-service education	_____	_____	_____	_____
K. Special education services	_____	_____	_____	_____
L. Adult / community education	_____	_____	_____	_____
M. Other	_____	_____	_____	_____

Please specify "other" type _____

_____

13. What year did your institution begin providing educational cable television services? 19_____

14. Has your institution begun any educational cable television services and discontinued them?

☐yes ☐no

If "yes" please explain: _____

_____

_____

_____

15. How many cable television channels does your institution use to deliver educational cable television services? _____

16. Does your institution use any two-way capabilities of the cable television system (e.g. return channels)?

☐yes ☐no

If "yes" please explain: _____

_____

_____

17. Does your institution use the cable television system to:

☐distribute educational cable television services **within** your institution?

☐distribute educational television services **between** your institution and other institutions in your area?

☐distribute educational cable television services between your institution and the **local community**?

☐distribute educational cable television services from the cable system serving your institution to **other cable television systems**?

☐other: please specify _____

18. Does your institution conduct any organized in-service teacher training in television utilization?
☐yes ☐no

19. Do students at your institution receive any academic credit for participating in the production and / or distribution of educational cable television services?
☐yes ☐no

20. Does your institution formally evaluate the educational cable television services offered by your institution?
☐yes ☐no

21. Is your institution planning any additional educational cable television services for the immediate future?
☐yes ☐no
If "yes" please describe briefly: _____

Section 4: CLASSROOM USAGE INFORMATION

22. Does your institution use the cable television system to distribute **direct teaching** such as lectures, TV lessons, or demonstrations?
☐yes ☐no
(Note: if "no" go directly to question 25.)

23. From what source does your institution obtain its televised lessons?
☐lessons produced by your institution
☐lessons produced in cooperation with other institutions
☐lessons purchased or rented
☐lessons received off-air from ETV or commercial station
☐other - please specify: _____

24. Please list the course content area, grade level, and type of usage for each course distributed by your institution over the cable television system.

	Course Title	Grade Level	Type of use (Please check) A = total course content B = individual units within course C = occasional use within course		
			A	B	C
1.			☐	☐	☐
2.			☐	☐	☐
3.			☐	☐	☐
4.			☐	☐	☐
5.			☐	☐	☐
6.			☐	☐	☐

24. (cont'd. - information on courses distributed by your institution over cable TV system)

	Course Title	Grade Level	Type of use A = total course content B = individual units within course C = occasional use within course A	B	C
7.	_____	_____	☐	☐	☐
8.	_____	_____	☐	☐	☐
9.	_____	_____	☐	☐	☐
10.	_____	_____	☐	☐	☐

Section 5: FACILITIES

25. What spaces within your institution are equipped **to receive** educational cable television services?

	number
auditoria	_____
classrooms	_____
lecture halls	_____
dormitory rooms	_____
conference rooms	_____
offices	_____
laboratories	_____
lounges	_____
study carrels	_____
other - please specify: _____	_____

_____

26. From where does your institution **originate** educational cable television services?
- ☐ cable operator's facilities (skip to question 28)
- ☐ our institution's facilities
- ☐ other - please specify: _____

27. From where **within** your institution are educational cable television services originated?
- ☐ TV studios
- ☐ classrooms
- ☐ auditoria
- ☐ sports arenas
- ☐ mobile vans
- ☐ other - please specify: _____

_____

28. Please list the quantities of television equipment owned by your institution and used to originate educational cable television services.

	number
black / white TV cameras	_____
color cameras	_____
videotape recorders - helical scan	_____
videotape recorders - quadruplex	_____
film chains	_____
TV receivers - black / white	_____
TV receivers - color	_____

29. What is the approximate value of the television equipment owned by your institution? $ _____

Section 6: OPINIONS

30. In your opinion, how effective have educational cable television services been for your institution? Describe briefly: _____

_____

_____

31. In your opinion, what has been the quality of the relationship between your institution and the cable television system serving your area? Describe briefly: _____

_____

_____

32. In your opinion, will your institution use educational cable television services more or less in the next two years (other factors remaining equal)?

☐ more ☐ same
☐ less ☐ no opinion

33. In your opinion, are educational cable television services important to the future educational program at your institution?

☐ yes ☐ no ☐ no opinion

34. In your opinion, is the number of educational cable television channels available to your institution sufficient to meet the present demand?

☐ yes ☐ no ☐ no opinion

35. In your opinion, what decisions should the FCC make concerning free educational access channels?

☐ increase their availability (more free channels for education)
☐ keep the ruling the same (one free channel for educational institutions in the top 100 television markets)
☐ delete the free educational access channel
☐ no opinion
☐ other - please specify: _____

_____

36. In your opinion, will your institution continue to provide educational cable television services if payment is required for the use of the channel space?

☐ yes ☐ depends upon amount
☐ no ☐ no opinion

37. In your opinion, is the educational access channel important to your institution's future public relations program?

☐ yes ☐ no ☐ no opinion

38. Please state any other opinions you have concerning the future utilization of the educational access channel. _____

_____

_____

39. Please attach any program schedules, articles, or other materials of an informative nature that further describe your institution's use of cable television.

When completed, please place in enclosed postage-paid envelope and return by November 30, 1974, to:

AECT-NCTA CABLE TELEVISION SURVEY
Instructional Television Services
116 Linton Hall
Michigan State University
East Lansing, Michigan 48824

Thank you very much for your time and help. The results of this survey will be published by the AECT and the NCTA. You will be receiving your personal copy of the results in the near future. Again, thank you for your contribution.

Gerald M. Torkelson, President
Howard B. Hitchens, Executive Director

Association for Educational Communications & Technology

1201 Sixteenth Street, N.W., Washington, D.C.20036 • (202) 833-4180

January 16, 1975

Dear Colleague:

Approximately two months ago you received a questionnaire requesting information about the educational uses of cable television at your institution. This major national survey is being conducted jointly by the Association for Educational Communications and Technology (AECT) and the National Cable Television Association (NCTA).

We were pleased by the high initial response to our survey, but we have been unable to locate the form supplying information about your institution's use of cable television. Because of busy holiday schedules and slower-than-usual mail service, we have extended our deadline and enclose a second survey form in case the first one was lost. We want to include your institution in our report.

Only you can provide information about your uses of CATV. Therefore, please complete as much of the questionnaire as is applicable and return it in the enclosed postage-paid envelope. Since we must report on our findings at the Spring AECT Convention in Dallas, April 15, we must have your questionnaire by February 15, 1975.

All respondents will receive an abstract of the findings, and results will appear in AECT and NCTA publications.

We thank you in advance for your cooperation.

Erling S. Jorgensen

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